



ROBY PARK
PRIMARY SCHOOL

Positive Behaviour & Relationships Policy

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Section 1: Values & Aims

1.1 Aims

This policy promotes our core belief in children's right to learn and be safe at school. At Roby Park Primary School, we believe that all members of our school community have a responsibility to promote the highest standards of positive behaviour at all times. Our school must be a safe and positive place that promotes learning alongside personal, social and emotional development.

Our school's key purpose is to 'Aim for Excellence'. Therefore, this policy must also focus on developing and nurturing children in an environment that communicates explicit messages about the importance of positive behaviour and relationships.

Our Promoting Positive Behaviour and Relationships Policy has three explicit aims:

To ensure that we safeguard children's rights to safety and learning through effective discipline.

The staff and Governing Body of Roby Park Primary have a legal duty to ensure that our school is a safe place where children learn and develop. This policy is designed to ensure effective discipline. Children and staff have the right to feel safe at school. This policy must ensure that children, staff and other adults accept their responsibility to promote positive behaviour. Our revised rewards and sanctions policy is central to the success of this. We have also revised our anti-bullying policies to ensure that this aim is effectively promoted.

To promote social and emotional development.

Effective behaviour policies in schools must promote positive attitudes in our young people. Children need to understand and respect the value of others and their communities. We don't seek compliance; we aim for a culture that values positive behaviour and respect. Our revised PSHE (Personal Social and Health Education) curriculum is fundamental to the success of this policy.

We recognise that our staff team must promote this. We also aim to ensure that we engage with parents and other stakeholders to be successful with this aim.

To promote positive relationships across the school.

When relationships are based around respect and belonging, people treat each other well and value their environment. This is how school should be.

Firstly, we have to promote this as a staff team. Children and parents should expect the highest standards of professionalism from our staff team. It is essential that we promote positive behaviour in the way that we interact with children, with parents and with each other. This has to be consistent and provide a framework for respect and communication. This then provides the platform for ensuring that we promote this across the school between all children and adults.

The Staff and Governing Body accept the explicit aims of this policy.

1.2 Roby Park Primary Mission Statement

In its simplest terms, our school seeks to fulfil its mission statement and ensure that;

1. **We provide a child-centred environment where children feel secure, valued and cared for.** We talk of safety from physical and emotional harm. This policy aims to promote this through promoting positive behaviour and ensuring that our discipline procedures effectively manage children who don't respect children's right to be safe and thrive in school.

2. **Children are happy and will thrive.** This is crucial, if we are going to create a successful school, we have to develop the intrinsic self-esteem of children and discuss happiness as a fundamental factor of our school. It should be a right, not a chance. This also involves defining happiness.

To achieve a school where all staff and children are happy, we have to ensure that this is developed as part of our school ethos and reward system but also regarded as a professional duty by all staff. Promoting effective relationships is central to this.

3. **We aim to educate and inspire every child to reach their full potential.** The right to learn runs through the whole school day. Children should have a positive atmosphere that supports their development as learners in lessons, at lunchtime and in any school clubs or activities.

1.3 Defining Acceptable Behaviour

We recognise that our children come to school with a range of experiences and values. At Roby Park Primary School we have a culture that insists that acceptable behaviour is respecting the rights outlined in our mission statement.

Not respecting these rights defines unacceptable behaviour. Children, parents and staff have a responsibility to respect these rights. The head teacher, staff and Governing Body have a duty to ensure that these rights are valued and protected through effective behaviour management policies and procedures.

At Roby Park Primary each class has a charter of rights and responsibilities to explain their class rules. These are written by the children with their class teacher.

1.4 Charters of Rights and Responsibilities

Although we have our school mission statement that defines acceptable and unacceptable behaviour each class develop their **Class Charter of Rights and Responsibilities** with their class teacher.

The charters explain the children's understanding of the rights that must be protected. Their responsibilities are what everybody expects from their class mates to respect these rights.

For example:

Rights	Responsibilities
To be treated with respect at all times.	To be kind and helpful. Not to call anybody names or hurt them.
To enjoy learning.	To work hard. Not to disturb others when they work. To listen

These have replaced the old idea of class rules and place an emphasis on responsibility and respect

1.5 Government Expectations of Schools and Behaviour Management Under Law

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Section 2: Professional Standards

2.1 What You Should Expect From Our Team

Governors:

The governing body is responsible for reviewing and approving this behaviour policy in conjunction with the headteacher and monitoring the policies effectiveness, holding the headteacher to account for its implementation.

The headteacher:

The headteacher is responsible for reviewing this policy in conjunction with the governing body. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

All staff:

To be successful in promoting positive behaviour, we believe that there are three essential factors that you should expect from our staff team. They are that we;

1. Value and Promote Positive Behaviour

All our staff need to promote positive behaviour as a professional quality. We need to show this through our everyday actions; how we organise our environment and our curriculum. Teaching must give clear messages to the children about the extent to which they and their efforts are valued. For example, the arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

2. Quality of Our Relationships

Children need to have positive and respectful relationships modelled. At Roby Park Primary School, we recognise that it is the everyday interactions that make the difference. It is the importance of every greeting, every smile and every welcome that are crucial to the success of our policy. Listening, fairness and integrity underpin purposeful relationships. These are professional qualities.

3. Consistency

If it is important, we demonstrate this through our professional discipline. Where we have reward systems, we must ensure that they are rigorously applied and valued. Equally, when we have to manage inappropriate behaviour, we must be thorough and ensure that agreed processes are followed.

2.2 Delivering the Curriculum

We fully accept that children and parents should always expect children to receive high quality teaching . It is our professional responsibility to ensure that;

- Our curriculum engages children
- Lessons are structured and organised
- Lessons plan for the individual needs of children
- Planning and feedback is thorough to celebrate children's achievements and ensure progress.

2.3 PSHE Curriculum

See PSHE policy for themes covered. This is taught weekly and can be adapted to link with current affairs or the needs of the cohort. We will also develop the principles of Growth Mindset and 'The power of yet', through weekly PSHE lessons and assemblies. This will underpin the development of resilience in all children.

2.4 Extra Curricular Activities

We want our children to be engaged with school and be as involved as possible in school life. Across the school we provide a wide variety of opportunities for children to be engaged in extra-curricular activities.

2.5 Peer Modelling and Leadership

At Roby Park Primary School, we know that children respond well to their peers. We therefore give children the opportunity to be leaders around the school. These include;

- Play leaders
- House captains
- School Council Reps
- Eco-committee Reps

We also provide children with numerous opportunities through the curriculum to contribute to our community. We have strong partnerships with local schools, nursing homes and other organisations.

2.6 The School Environment

- Should be supportive, not repressive
- Should develop a sense of community and working together
- Should motivate children to do well, through good classroom management and a high-quality curriculum
- Should focus on the success of the children e.g. use of rainbow zones, displays of works, certificates, rewards etc
- Should be ordered and calm
- Should be forgiving, so that incidents are dealt with and then the children encouraged to move forward in a positive way.

2.7 Behaviour and Conduct at Lunchtime and in Breakfast and After School Club

All staff work to the same policies across the school. Staff working during lunchtimes and in our extended care will follow this policy.

2.8 Working with Parents and Carers

We value our work alongside parents and are keen to work in partnership with them to promote good behaviour. We will consult with our parents regularly on behaviour. Every year the issue will be discussed by the Parents' Forum and we will use our self-evaluation questionnaires to get feedback on parent/care perceptions on behaviour and school systems.

Our expectations are communicated annually through transition. All families have to sign our home school agreement.

This policy will be available to parents through a leaflet and on our website. We will ensure that we:

- Inform parents and carers of problems related to behaviour
- Meet with them formally twice per year (parents' evenings)
- Be available at other times to discuss their child's behaviour, as the need arises.
- Keep them informed before consulting outside agencies.
- Share with them the procedures that are available in school for dealing with behavioural difficulties.
- Signpost places where they may seek help for dealing with behavioural difficulties at home.

When difficulties arise with children, the school may try and use a problem-solving conference to explore how school, the child and home can move forwards. This will normally be held by a senior member of staff, with the class teacher, the child and the pupil. **See Appendix 11.**

If these steps are not successful, school may seek agreement to involve external agencies. This should occur when a child's behaviour is causing concern regarding their impact on others or having a negative effect on their mental health. This will be promoted initially through an Individual Behaviour Plan and records kept of behaviour and conduct. **See Appendices 9 and 16 for further information.**

2.9 Behaviour and Inclusion

We are proud to be an inclusive school. Where children need support, we aim to provide it to the best of our abilities. This is applicable to children with social and emotional difficulties as it is for children with academic or other learning difficulties.

At Roby Park Primary, we have a well-trained team of staff who support children. This support can be directly related to their educational needs or through an Individual Behaviour Plan. To help these plans be successful our Inclusion Manager works with the head teacher and Learning Mentor to plan specific programs to help children be successful at school.

We have a well-trained team of support staff who have a wide range of experience relating to specific learning difficulties and programs to support children with their social and emotional development.

We also have a number of partnerships with CAMHS teams, social care staff, paediatricians and Learning Support Bases that we use to offer support beyond the school when required. This multi-agency approach has proved to be very successful.

We want to implement this support at an early stage and avoid crisis management related to behaviour concerns.

2.10 Equality and Disability

At Roby Park Primary, we recognise that children are different and will ensure that no children is discriminated against when managing behaviour. Our school has clear guidelines relating to disability, race and gender. This will be monitored by the head teacher.

2.11 Safeguarding

Children's behaviour may raise safeguarding concerns. Staff should record and report these to the head teacher as the school's designated child protection officer. All staff receive training on the link between behaviours and possible issues relating to safeguarding.

2.12 Statutory Powers

The school has adopted the following policies related to statutory powers.

The school will only enforce the **power to search** when they believe that a child is at risk of harm. This could be related to weapons, drugs, alcohol etc. This must be undertaken by a senior member of staff. This must be recorded and communicated to the child's parents in writing.

School will not exercise **powers of detention** outside school hours as a disciplinary measure. We feel that this is inappropriate for children of a primary school age and could cause unnecessary anxiety. Children may have their playtimes or lunchtimes denied as part of the school's zone system.

School will only exercise their **power to use reasonable force** as a last resort to prevent a child or member of staff being placed at risk of harm. The school would prefer to use other measures including removing other (non-involved) children from an incident, calling parents or as a last resort calling the assistance of the police force. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment the minimum amount of time possible

- Be recorded and reported to parents

Our school does not have a no **touch policy**, but all contact should be to diffuse a situation, physically appropriate and not invasive. Positive examples include an arm on the back, a gentle guiding hand.

School will consider **sanctions for disruptive behaviour outside school**. This will be implemented in all issues when a child's behaviour risks the safety or well-being of any member of our community. This could include another pupil; a member of staff or any other member of our school community.

The school will also seek to apply sanctions or behaviour support if it felt that a child's behaviour is anti-social or affects the reputation of the school. These decisions will be taken by the head teacher on a case by case basis.

Section 3: Positive Behaviour and Reward Systems

At Roby Park Primary School, we recognise that it is the everyday interactions that make the difference. It is the importance of every greeting, every smile and every welcome that are crucial to the success of our policy. We seek to make the ordinary – extraordinary! We use explicit praise, positive modelling to acknowledge these achievements on a daily basis. All of our reward systems are established to recognise and reinforce positive behaviours for learning and develop relationships in school.

3.1 Whole School Reward Systems

Use of explicit praise

If we are going to acknowledge achievement, we have to be specific about what behaviours we are acknowledging. "Well done!", may be a positive remark but; "Well done for working really hard on that maths problem, even though it was very difficult" or "Well done for showing me that you are listening by looking at me" makes much of an impact. It reinforces positive behaviours for learning and communicates to other children what we value in school.

Star of the week awards

Children are awarded star of the week personalised certificates in our celebration assembly every week.. These are awarded by all members of our learning and teaching staff to children who have promoted our school's mission statement. All rewards are explicit about what the child has done to achieve their star of the week award.

Purple Zone Stickers

If a child makes a valuable contribution their classroom environment, they will be moved into the purple zone and given a Roby Park Primary purple thank-you sticker to celebrate their contribution and thank them for making our school a better place. We encourage parents and other children to celebrate this and ask them why they were given a purple sticker. **See section 4.2 for further information.**

Golden Zone Awards

Moving into the Golden Zone is a big deal at Roby Park Primary. It means that a child has made a significant contribution to their classroom or the well-being of others. This is celebrated in the classroom and the teacher will add a token to their house box in the classroom. **See section 4.3 for further information.**

Houses/ House points

All children and staff will be grouped in to one of four houses. These houses are named after planets. Children can collect house points which will be awarded with tokens which are added to a class jar. House points will be counted up each Wednesday, by house captains, and the winning house announced in Thursday'

celebration assembly. They will have an additional 10 minutes breaktime. The winning team, each term, will receive a certificate.

Headteacher Awards

Each month, two children will receive the Headteacher's Award certificate for exemplary behaviour and contribution to the school community.

'It didn't go unnoticed award'

Once a month, MDAs, kitchen staff and playleaders can nominate pupils for their exceptional behaviour at lunch and break time. Chosen pupils will receive a certificate and nominations will go on the 'Playground Good News' display.

Governors Award

Teachers nominate pupils for outstanding recognition. Once a term, Governors receive nominations and choose a winner.

3.2 Other Positive Reward Systems:

Class teachers often have class-based awards to promote teams and positivity. These could be jewel tokens, team points, raffle prizes etc.

3.3 Lunchtime Reward Systems

Lunchtimes are supervised by MDAs. The same policies and standards are applied at lunchtime. Staff can move children through the behaviour zones.

3.4 Breakfast and After School Club Reward Systems

All staff receive regular training and follow this policy completely. Staff can move children through the behaviour zones. They can also reward children with stickers/ prizes etc.

Section 4: Rainbow Zones

3.1 Rainbow Zones explained

Red Zone	Orange Zone	Yellow Zone	Green Zone	Purple Zone	Gold Zone
<p>I have lost my right to be in our classroom.</p> <p>I need to ensure that I change my attitude and behaviour to be part of this classroom.</p> <p>I need to ensure that I respect the rights of the children and staff in my school to;</p> <ul style="list-style-type: none"> • Be safe • Be happy in school • Be respected at all times • To learn 	<p>I have lost my next break-time. If I don't move out of this zone, my parents will be contacted.</p> <p>I need to improve my behaviours for learning.</p> <p>I need to respect our charter of rights and responsibilities. I have a responsibility to respect myself and my classmates.</p> <p>I need to reflect on my behaviours and how they affect the learning of my classmates.</p> <p>I need to show resilience and see learning and improvement as a positive challenge.</p> <p>I know that the most important person for improving today is me!</p>	<p>I have lost 5 minutes of my play-time or lunchtime.</p> <p>I need to think about what how I can improve.</p> <p>I need to ensure that I respect my class mates right to learn.</p> <p>I need to reflect on what I can do to improve my learning and be successful!</p> <p>I need to remind myself of our class charter of responsibilities.</p> <p>I need to remember what good learners do!</p> <p>I need to make sure that I am focused on my learning.</p>	<p>I am focused on having a good day at school.</p> <p>I am being a responsible learner and helping my classroom to be a good place to be and learn.</p> <p>I am focused on being a responsive learner who takes an interest in learning.</p> <p>I am following our class charter of rights and responsibilities.</p>	<p>I have made a positive contribution to my class.</p> <p>I have made a positive contribution to my classroom. I am proud of my efforts and behaviour.</p> <p>I am helping my classmates to learn.</p>	<p>I have made a fabulous effort today. I am VERY proud of my behaviour and conduct. I have made a school a great place to be!</p> <p>I have made a significant contribution to my class.</p> <p>I am proud of my learning.</p> <p>I am a great role model!</p>
<p>Removal from class and referred to a senior member of staff or head teacher if the incident is very serious.</p>	<p>Loss of 15 mins of play or lunchtime to reflect on how I am going to improve.</p> <p>Parents contacted and removal from Golden Time if I don't move out of this zone.</p>	<p>Loss of 5 mins play or lunchtime to reflect on how I am going to improve.</p>	<p>Leave school happy because you have been a good learner today.</p>	<p>Receive a purple sticker to let everybody know that you have made a positive contribution to your class and been a good learner today.</p>	<p>Receive a house token for your class jar and a sticker. Well done!</p>

Managing Behaviour through the Rainbow Zone System

All classes, except Foundation Stage, will have a rainbow zone system in place to explicitly communicate messages about their behaviours for learning. The focus is on praise and reward for exceptional learning behaviours (see above). Positive rewards and sanctions will be used to manage the zones and ensure that our expectations are clear.

The rainbow zones should encourage children to move forwards through the zones. This should be possible at any point in the school day. Only exception for this will be if a child reaches the red zone. This is a final point as the class teacher will have decided that their behaviour is unacceptably disrupting learning. This will result in a child being moved out of their class until their parents meet with a senior member of staff. If a red zone is issued at lunchtime, a senior member of staff will decide if a child should remain in class or not

Children can be moved through zones in any lesson, in assembly etc. All staff have an input into the rainbow zones but it is the class teacher who manages them. Teaching Assistants, Lunchtime Supervisors and other support staff should inform the class teacher if they feel a child should be moved on their zone (forwards or backwards). The key areas are identified below:

4.2 Green Zone

All children start EVERY DAY in the Green Zone. Green Zone must be presented as a positive place to be. Majority of children will end their day here. All staff need to ensure that there is a clarity regarding expectations and effective use of reward systems to encourage children to strive for purple and gold awards.

4.3 Purple Zone

This zone recognises children who have made a positive contribution to their class through their excellent behaviours for learning to boost their learning. We expect approx. 10 children in every class to be in this zone every day. They will be given a purple sticker by a member of staff to share and celebrate their contribution to our school.

4.4 Golden Zone

Children can progress from the purple zone to the golden zone. This zone celebrates outstanding behaviours for learning and their significant contribution to their class. We expect several children in every class to be in this zone every day. They will be given a house token by a member of staff and a sticker to share and celebrate their contribution to our school.

4.5 Yellow Zone

Type of Behaviour	Reason for sanction being enforced	Sanction	Strategy	Who is responsible?
Low level disruptive behaviour such as:				
Shouting out in class	Not respecting children's right to learn	Loss of 5 mins break-time or lunchtime.	Reflection task. Explaining what they need to do to improve (see appendix 10).	Class Teacher
Disturbing other children's learning	Not respecting children's right to learn	Removal to another table (the quiet zone) and loss of 5 mins break-time or lunchtime.	Removal to another table (quiet zone) until they improve. Reflection task. Explaining what they need to do to improve (see appendix 10).	Class Teacher
Not following instructions	Not respecting the adult in school.	Loss of 5 mins break-time or lunchtime.	Reflection task. Explaining what they need to do to improve (see appendix 10).	Class Teacher
Calling children unpleasant names	Not respecting children/adults right to respect and be happy.	Removal to another table (the quiet zone) and loss of 5 mins break-time or lunchtime.	Remove from other children (have to protect their right to be safe and happy) for the remainder of the lesson.	Class Teacher

Once the sanction and strategy has been followed, children should move back to the Green Zone once they have shown that their behaviour has improved or by the beginning of the next lesson, so children can rectify their behaviour and start afresh. Children should be caught doing the right thing, praised and moved up the rainbow zones accordingly.

4.6 Orange Zone

Type of Behaviour	Reason for sanction being enforced	Sanction	Strategy	Who is responsible?
Significant disruption / continued low level disruption.				
No improvement in behaviour despite being in the yellow zone. Repeated poor behaviour.	Not respecting class charter and children's rights to learn.	Loss of following break-time/lunch-time for 15 mins.	<p>Manage behaviour and ensure that sanctions are followed.</p> <p>During this time the children must complete a reflection sheet, reflecting on what they did, why, what they could have done differently and how they will put it right (see appendix 10)</p> <p>At an appropriate time, class teacher to discuss behaviour with the child and how they can improve. Discussion should focus on impact and consequences of their behaviour on others.</p>	Class Teacher
Refusal/non-compliance when an instruction is given.	Not respecting school rules and adults in school.	Child is given the opportunity to start afresh and improve their behaviour by moving back into green after reflection time.		Class Teacher
Being aggressive with other children (without causing harm).	Not respecting children's rights to be safe and happy in school			Class Teacher
Causing significant disruption to a lesson.	Not respecting class charter and children's rights to learn.	Letter home if child does not move beyond green on the Rainbow Zones by the end of the day.		Class Teacher

Emphasis on orange zone is to ensure that children’s behaviour improves. This is a serious warning with an immediate sanction (Loss of 15 minutes playtime/lunchtime). We are then focusing on what we need to improve and catching pupils making right choices. Child must know that they have the option to move out of the orange zone and back into the green zone. If a child does not improve their behaviour beyond green zone by the end of the day, an orange zone letter to be issued to parents.

If orange zones persist, or a child is repeatedly in the orange zone for this level of behaviour then the class teacher should approach their band leader for support, once they have completed the steps in the behaviour flow chart (see appendix 7).

This support should consider the need for an IEP and a further meeting with parents/carers.

4.7 Red Zone

Type of Behaviour	Reason for sanction being enforced	Sanction	Strategy	Who is responsible?
Serious disruption that affects learning in the classroom, puts children and adults at risk of harm.				
No improvement in behaviour despite being in the orange zone. Repeated disruptive behaviour that cannot be tolerated.	Not respecting class charter and children’s rights to learn.	Could result in internal exclusion or a fixed term exclusion. Letter home and parents invited in for a meeting with deputy or head teacher.	Remove from the classroom with work to complete. Refer immediately to a senior member of staff Need for an IBP and further support to be considered.	AHT Dealt with by AHT. If urgent referred directly to the head teacher.
Hurting other children by either hitting or hurting them (including use of homophobic language, racist language or inappropriate use of social media/internet).	Not respecting children’s right to be safe.		Remove from the classroom with work to complete. Refer immediately to a senior member of staff	AHT Dealt with by AHT. If urgent referred directly to the head teacher.

			Need for an IBP and further support to be considered.	
Unacceptable conduct towards a member of staff.	Not respecting adults in school.		Remove from the classroom with work to complete. Refer immediately to a senior member of staff Need for an IBP and further support to be considered.	AHT Dealt with by AHT. If urgent referred directly to the head teacher.
<p>If the AHT feels that the issue is serious it will be referred to the head teacher. The AHT can enforce internal exclusions.</p> <p>Fixed term exclusions can only be enforced by the head teacher.</p>				

4.7 Recording and Behaviour Files

Class teachers will maintain behaviour files. These will include:

- Orange Zone Records
- Red Zone Records
- Records of parental contact and meetings
- Records for any individual behaviour plans
- Reflection tasks

All logs are included in the appropriate appendices with this policy.

Section 5: Managing Negative Behaviour and Sanctions

Although the focus of our Behaviour and Relationships Policy is developing positive behaviours and relationships, the use sanctions are essential part of our approach. It is essential that we communicate that unacceptable behaviour will not be tolerated. We have to ensure that our children are developing in a school where their rights to safety, happiness, respect and to learn are protected.

When sanctions are enforced, it is essential that we use them to allow children to reflect on their behaviour and consider their future actions. Sanctions are only effective if they improve school life and change behaviour and attitudes. It is essential that sanctions are not vengeful. It is the inappropriate behaviour that we wish to eliminate, not the child.

In all classrooms across the school we use our rainbow zone system to manage sanctions.

Steps staff must follow, when applying sanctions are to;

- Specifically communicate what behaviour they are unhappy with and why that is unacceptable. Children must understand why they are being sanctioned. Ensure that sanctions are fair (proportionate) and follow school policy.
- Use the rainbow zone system to apply sanctions. Loss of break time etc cannot be applied without use of the zone system.
- Communicate with parents when children are placed and remain in the orange and red zone using orange and red zone letters (see appendix 2 and 3). Also ensure that class logs are completed with date orange or red zone letter was issued (see appendix 13)
- Record incidents of poor behaviour as evidence.
- Refer child to band leader.
- Follow the behaviour flow chart for steps in reporting and communicating behaviours, both positive and negative.
- Consider an Individual Behaviour Plan (IBP) and liaise with school SENDCO
- SENDCO to consider referral to outside agencies with parents' consent.
- Refer to Headteacher who will once again contact parents.
- If these steps fail to improve the behaviour of the pupil, then, as a last resort, school may need to consider further steps including transfer or the use of fixed term and ultimately permanent exclusion.

At Roby Park, we are committed to positive discipline which is part of the children's learning process and supports the child's personal development. For this reason we avoid the following sanctions:

- Corporal punishment of any kind
- Children being sent out of class without any supervision.
- Lines
- Ridicule or sarcasm
- Criticism of the child rather than the behaviour e.g. 'that was unkind' NOT 'you are unkind'.
- Jumping to conclusions based on a child's reputation or previous behaviour.
- Threats of punishments, which are then not carried out.
- Sending children home with incidents unresolved, so that they worry unnecessarily about them.
- Group punishment should be avoided as it breeds resentment.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. School will also consider any issue relating to inclusion or safeguarding. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the SENDCO/Headteacher first.

School's policy in relation to Anti-Bullying, Online Safety etc are available to parents and published on the school's website.

Appendix 1: Guidance for staff: Applying sanctions correctly.

The list below is not exhaustive but does provide guidance on use of sanctions and zones.

Behaviour	Action / Sanction	Who is responsible?	SLT?
Forgetting homework	<ul style="list-style-type: none"> Child spends their own time completing it. Remind children and telephone/message parents to remind them 	Class teacher	No but seek advice if issue continues.
Forgetting reading book	<ul style="list-style-type: none"> Remind children and telephone/message parents to remind them. 	Class teacher	No but seek advice if issue continues.
Forgetting P.E kit or swimming kit	<ul style="list-style-type: none"> Remind children and telephone/message parents to remind them. 	Class teacher / P.E teacher	No but seek advice if issue continues.
Wearing incorrect uniform	<ul style="list-style-type: none"> Remind children and telephone/message parents to remind them. 	Class teacher	No but seek advice if issue continues.
Poor at lining up after play.	<ul style="list-style-type: none"> Class practices in own time. Do not include any children who have made a clear effort. Talk to class 	Class teacher	No but seek advice if poor behaviour continues.
Poor at moving around school i.e. talking / running/ not holding doors	<ul style="list-style-type: none"> Class practices in own time. Do not include any children who have made a clear effort. Talk to class 	Class teacher	No but seek advice if poor behaviour continues.
Refusing to work at full potential. Deliberate lack of effort	<ul style="list-style-type: none"> Place in yellow zone and miss 5 mins playtime for reflection. Child spends their own time completing work to correct standard. 	Class teacher	No but seek advice if poor behaviour continues.

Whistling, laughing, talking and coughing (on purpose to get attention) tapping, banging	<ul style="list-style-type: none"> • Ignore and don't give attention in lesson time. • Place in yellow zone and miss 5 mins playtime for reflection. • Talk to child on their own at playtime. Move to orange zone if behaviour persists. 	<p>Class teacher</p>	<p>No but seek advice if poor behaviour continues.</p>
Calling out	<ul style="list-style-type: none"> • Talk to child • Place in yellow zone and miss 5 mins playtime for reflection if behaviour continues. • Move to orange zone if behaviour persists. 	<p>Class teacher</p>	<p>No but seek advice if poor behaviour continues.</p>
Arguing with other children	<ul style="list-style-type: none"> • Talk to the children. • Place in yellow zone and miss 5 mins playtime for reflection if behaviour continues. • Move to orange zone if behaviour persists. 	<p>Class teacher</p>	<p>No but seek advice if poor behaviour continues.</p>
Shouting at each other instead of talking	<ul style="list-style-type: none"> • Talk to the children. • Place in yellow zone and miss 5 mins playtime for reflection if behaviour continues. • Move to orange zone if behaviour persists. 	<p>Class teacher</p>	<p>No but seek advice if poor behaviour continues.</p>
Getting out of seat without permission and causing disruption.	<ul style="list-style-type: none"> • Talk to child • Place in yellow zone and miss 5 mins playtime for reflection if behaviour continues. • Move to orange zone if behaviour persists. 	<p>Class teacher</p>	<p>No but seek advice if poor behaviour continues.</p>
Making silly noises/being disruptive.	<ul style="list-style-type: none"> • Talk to child • Place in yellow zone and miss 5 mins playtime for reflection if behaviour continues. • Move to orange zone if behaviour persists. 	<p>Class teacher</p>	<p>No but seek advice if poor behaviour continues.</p>
Distracting/d eliberately annoying	<ul style="list-style-type: none"> • Talk to child • Place in yellow zone and miss 5 mins playtime for reflection 	<p>Class teacher</p>	<p>No but seek advice if poor</p>

other children.	<p>if behaviour continues.</p> <ul style="list-style-type: none"> • Move to orange zone if behaviour persists. 		behaviour continues.
Laughing at others when they are being reprimanded being spoken to.	<ul style="list-style-type: none"> • Talk to child • Place in yellow zone and miss 5 mins playtime for reflection if behaviour continues. • Move to orange zone if behaviour persists. 	Class teacher	No but seek advice if poor behaviour continues.
Continuing poor behaviour despite being in yellow zone.	<ul style="list-style-type: none"> • Talk to child • Move to orange zone. Miss 15 minutes break-time/lunchtime. Complete reflection sheet. • Letter home and loss of golden time if behaviour doesn't improve. 	Class teacher	Yes. Seek advice on next steps.
Defacing books	<ul style="list-style-type: none"> • Talk to child • Move to orange zone. Miss 15 minutes break-time/lunchtime. Complete reflection sheet. • Letter home and loss of golden time if behaviour doesn't improve. 	Class teacher	No but seek advice if poor behaviour continues.
Deliberately ignoring instructions	<ul style="list-style-type: none"> • Talk to child • Move to orange zone. Miss 15 minutes break-time/lunchtime. Complete reflection sheet. • Letter home and loss of golden time if behaviour doesn't improve. 	Class teacher	Yes. Seek advice on next steps.
Calling children rude names.	<ul style="list-style-type: none"> • Talk to child • Move to orange zone. Miss 15 minutes break-time/lunchtime. Complete reflection sheet. • Letter home and loss of golden time if 	Class teacher and band leader	Yes. Seek advice on next steps.

	<p>behaviour doesn't improve.</p> <ul style="list-style-type: none"> • Speak to parents informally for their support and awareness. 		
Arguing with adults	<ul style="list-style-type: none"> • Talk to child • Speak to parents informally for their support and awareness. • Move to orange zone. Miss 15 minutes break-time/lunchtime. Complete reflection sheet. • Letter home and loss of golden time if behaviour doesn't improve. 	Class teacher and band leader	Yes. Seek advice on next steps.
Answering back / showing disrespect to adults.	<ul style="list-style-type: none"> • Talk to child. • Speak to parents informally for their support and awareness. • Move to orange zone. Miss 15 minutes break-time/lunchtime. Complete reflection sheet. Make it clear any continuation is a red zone offence. • Letter home if behaviour doesn't improve. 	Class teacher and band leader	Yes. Seek advice on next steps.
Throwing objects to cause damage/harm.	<ul style="list-style-type: none"> • Move to red zone immediately. • Time out at another class. • Complete reflection tasks at lunchtime or break-time that day. • Letter home to parents. • Ensure that SLT speak to child. • Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be informed.
Using Swear words	<ul style="list-style-type: none"> • Move to red zone immediately. • Time out at another class (15 minutes). Then return to 	Class teacher and band leader	HT/AHT must be informed.

	<p>classroom on own table.</p> <ul style="list-style-type: none"> • Complete reflection tasks at lunchtime or break-time that day. • Letter home to parents. • Ensure that SLT speak to child. • Record notes from parent meeting. 		
Kicking furniture or doors	<ul style="list-style-type: none"> • Move to red zone immediately. • Time out at another class (15 minutes). Then return to classroom on own table. • Complete reflection tasks at lunchtime or break-time that day. • Letter home to parents. • Ensure that SLT speak to child. • Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be informed.
Racist comments	<ul style="list-style-type: none"> • Move to red zone immediately. • Incident recorded on appropriate form. • Time out at another class if required. • Complete reflection tasks at lunchtime or break-time that day. • Letter home to parents. • Ensure that SLT speak to child. • Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be informed.
Bullying incidents	<ul style="list-style-type: none"> • Move to red zone immediately. • Incident recorded on appropriate form. • Time out at another class if required. • Complete reflection tasks at lunchtime or break-time that day. • Letter home to parents. • Ensure that SLT speak to child. 	Class teacher and band leader	HT/AHT must be informed.

	<ul style="list-style-type: none"> Record notes from parent meeting. 		
Insulting staff	<ul style="list-style-type: none"> Move to red – complete reflection sheet Time out in another class (internal exclusion) Complete reflection tasks at lunchtime or break-time that day. Letter home to parents. Ensure that SLT speak to child. Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be manage sanctions.
Walking away from adults	<ul style="list-style-type: none"> Move to red – complete reflection sheet Time out in another class (internal exclusion) Complete reflection tasks at lunchtime or break-time that day. Letter home to parents. Ensure that SLT speak to child. Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be manage sanctions.
Swearing at children and / or adults	<ul style="list-style-type: none"> Move to red – complete reflection sheet Time out in another class (internal exclusion) if required. Instant exclusion will be considered by HT/DHT (based on severity of offence). If it occurs at playtime or lunchtime-3 day removal from playground. Complete reflection tasks at lunchtime or break-time that day. Letter home to parents. Ensure that SLT speak to child. 	Class teacher and band leader	HT/AHT must be manage sanctions.

	<ul style="list-style-type: none"> Record notes from parent meeting. 		
Fighting	<ul style="list-style-type: none"> Move to red – complete reflection sheet Time out in another class (internal exclusion) if required. If it occurs at playtime or lunchtime- 3 day removal from playground. Complete reflection tasks at lunchtime or break-time that day. Letter home to parents. Ensure that SLT speak to child. Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be manage sanctions.
Hitting other children	<ul style="list-style-type: none"> Move to red – complete reflection sheet Time out in another class (internal exclusion) if required. If it occurs at playtime or lunchtime- 5 day removal from playground. Complete reflection tasks at lunchtime or break-time that day. Letter home to parents. Ensure that SLT speak to child. Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be manage sanctions.
Hitting / pushing adults	<ul style="list-style-type: none"> Move to red – complete reflection sheet Instant removal to HT or DHT. Instant exclusion will be considered. Complete reflection tasks at lunchtime or break-time that day. Letter home to parents. 	Class teacher and band leader	HT/AHT must be manage sanctions.

- | | | | |
|--|---|--|--|
| | <ul style="list-style-type: none">• Record notes from parent meeting. | | |
|--|---|--|--|

Appendix 2: Orange Zone Letter



Date _____

Dear _____

ORANGE ZONE

I wish to inform you that during today _____ behaviour has caused some concern. Despite being given several warnings and opportunities to improve he/she has failed to follow our Code of Conduct and has **ended the school day** in the Orange Zone for not following the school rule(s) indicated below:-

Ending the day being placed in the Orange Zone means _____ will miss one playtime. It would be helpful if you could discuss this matter with _____ to remind him/her why it is important to make the right choices and follow our Class Charter of Rights and Responsibilities. Thank you very much for your cooperation.

Yours sincerely

Class Teacher

Orange Zone Letter Reply Slip

I / We have spoken to _____ about the school code of conduct and the importance of making the right choices and _____ understands the consequences of his / her actions.

Signed _____

Date _____

Appendix 3: Red Zone Letter



Date: _____

Dear _____

Red Zone

Regrettably, I have to inform you that the behaviour of your child _____ has been unacceptable today. He / she has been placed in the Red Zone for the behaviours described below;

This is a really serious situation. The red zone is our most serious sanction. It is essential that we meet to discuss this, so we can work together to improve the current situation and ensure an immediate improvement. Please can you contact me at school to arrange a mutually convenient time to meet as soon as possible.

Yours sincerely

Head teacher

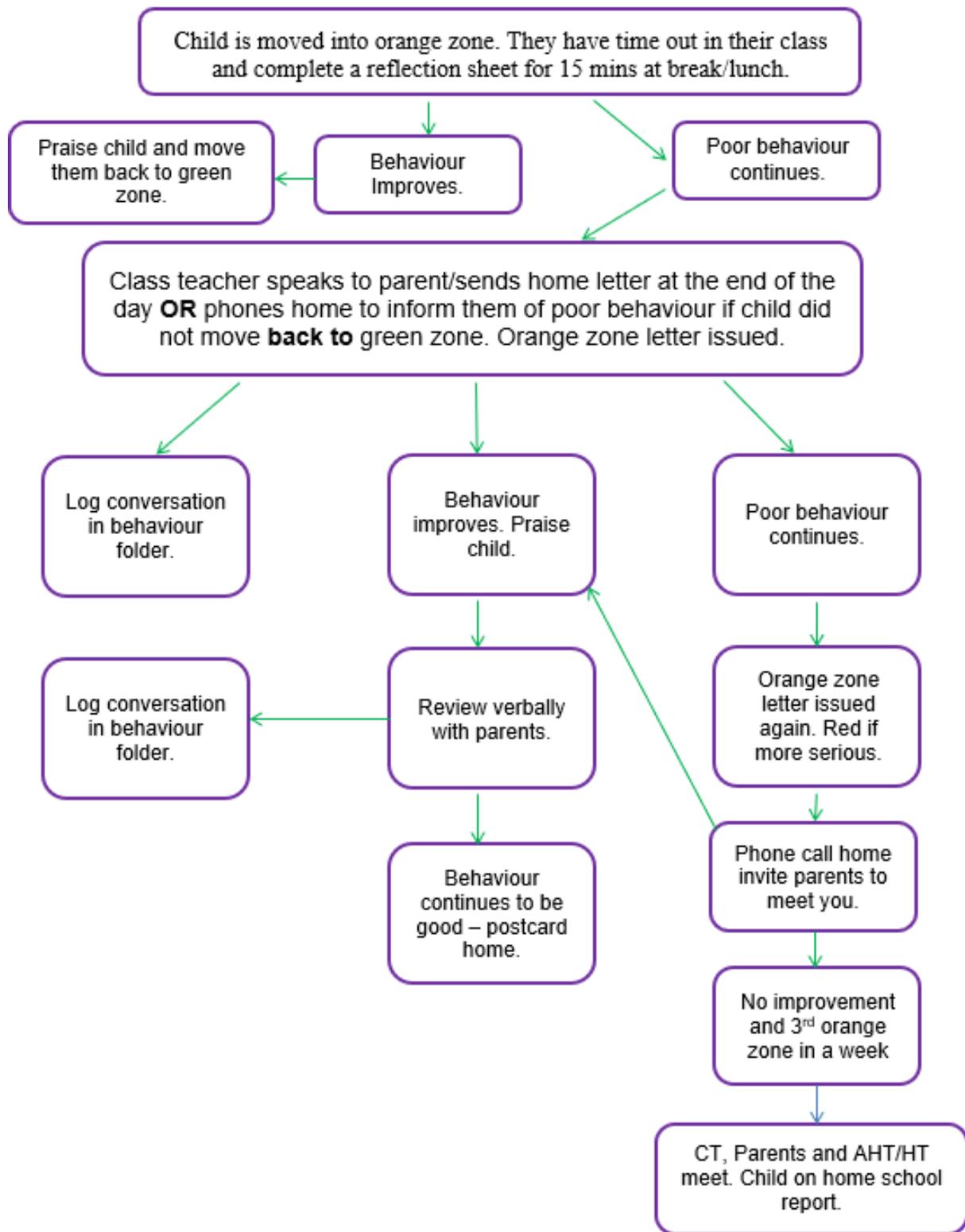
Red Zone Letter Reply Slip

I / We have spoken to _____ about the school code of conduct and the importance of making the right choices. _____ understands the serious nature of his / her behaviour and the consequences. We will contact the school to arrange a meeting.

Signed _____

Date _____

Appendix 4: Flow Chart for Managing Orange Zones



Appendix 5: Developing IBPs

Developing an Individualised Behaviour Plan

When your general classroom discipline plan is not effective with a pupil, you will need to establish an individualised behaviour plan for him or her. Such a plan is designed to adapt the concepts of your regular classroom discipline plan to meet the unique needs of a particular pupil.

An IBP can help teach the pupil to behave responsibly and help you to develop the positive relationship with that pupil that so far may have been out of reach.

An IBP includes:

- The specific behaviours expected of the pupil.
- Strategies to support the pupil in managing their behaviour.
- Meaningful consequences to be imposed if the pupil does not choose to engage in the appropriate behaviour.
- Meaningful positive recognition to be given when the pupil does behave appropriately.

Guidelines for developing an IBP

1. Determine the behaviour(s) you expect from the pupil.

Select one or two behaviours to work on at a time. Choose those that you believe are most important to the pupil's success. For example, if a pupil has a consistent problem with staying his/her seat, the rule "Stay in your seat unless told to get up" would be an appropriate target.

2. Decide on meaningful consequences/ rewards.

Consequences could be put into the following hierarchy.

First disruption: Warning

Second disruption: Five minutes after class (playtime/dinnertime)

Third disruption: Loss of Playtime/Dinnertime

Fourth Disruption: Send pupil to AHT – Contact Parents.

Fifth Disruption: Involve Headteacher

Rewards should be meaningful and appealing to the child and should be decided alongside them.

Contacting parents about a problem

Follow these steps when contacting a parent about a problem:

1 Begin with a statement of concern.

Let the parent know that you care about the pupil. Let them know that this isn't personal. It is the behaviour that your addressing.

2 Describe the specific problem and present pertinent documentation.

Explain in specific, observable terms what the pupil did.

3 Describe what you have done.

Explain exactly how you have dealt with the problem so far. Make sure that the parent is aware of the steps you have already taken to solve the problem.

4 Get parental input on the problem.

Listen carefully to what the parent has to say. Here are some questions you may want to ask:

"Has your child had similar problems in the past?"

"Why do you feel your child is having these problems at school?"

"Is there something (divorce, separation, siblings, a move) going on at home that could be affecting your child's behaviour?"

5 Get parental input on how to solve the problem.

Parents may have a good idea that could help solve a specific problem. Ask for input, and listen carefully to the response.

6 Tell the parent what you will do to help solve the problem.

You've already explained what you have previously done. Let the parent know exactly what specific actions you are going to take now.

7 Explain what you need the parent to do to solve the problem.

Clearly and carefully explain specifically what you would like the parent to do.

8 Let the parent know you are confident that the problem can be worked out.

Wrap up the conversation or meeting on a positive note.

9 Tell the parent that there will be follow-up contact from you.

The parent needs to know that you are going to stay involved. Provide this reassurance by giving a specific date for a follow-up call or note.

10 Recap the conference.

Clarify all agreements. Restate and write down what you are going to do and what the parent is going to do. Report this on a parent / carer contact form and retain in red file.

Appendix 7: PSC

Roby Park Primary School		
Problem-Solving Conference		
Pupil's name:	Date:	
1. Problem behaviour the pupil is having reason for conference:		
2. Pupil input regarding problem (Why does the pupil think this problem is occurring?):		
3. Steps the teacher can take to help solve the problem:		
4. Actions the pupil can take to solve the problem:		
5. Course of action agreed upon between teacher /parent and pupil:		
Teacher's signature:	Pupil's signature:	Date:
Parent's Comments and Signature:		
Follow-up and Notes:		



Reflection Sheet

Take a few minutes to reflect on what has happened. Complete these questions as best you can.

Name:

Date

1. What did you do?



2. Why did you do it?



3. What could you have done differently?



4. How will you put it right?



Appendix 11: Monitoring Behaviour Log In Preparation for Individual Plans/Parental Conferences

Date & time	Antecedents What happened before hand	Behaviour (Intensity) What the child did – an exact description & impact on learning	Consequence (Intervention) What happened afterwards – resolution – child	Initial

These can be used to support and inform individual behaviour plans

PERSONAL BEHAVIOUR PROFILE AND MODIFICATION TARGETS



Appendix 15: Parental Contact Record in relation to behavior and conduct



Date	Child	Behaviour – Reason for Contact	Outcome of Contact/Notes	Initial

These can be used to support and inform individual behaviour plans

